



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1929 N. Stone Ave., Tucson, AZ 85705

### Tucson Youth Development/ACE Charter High School

#### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Met
2003-04	Met
2002-03	Not Evaluated

#### School Improvement Status <sup>(b)</sup>

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### School Overview

Principal/Administrator : Ms. Kathleen A. Bibby  
 Schedule : 08:00 AM to 05:00 PM  
 Grades : 9-12  
 2005 Enrollment : 148  
 Web Address : acehs.org  
 Phone Number : (520) 623-5843  
 Fax Number : (520) 791-9893  
 E-mail : bibbykas@aol.com

#### Mission

ACE Charter High School's mission is to provide a quality competency-based, computer-assisted instructional program to assist students in obtaining the knowledge and skills necessary to successfully complete their secondary education and to transition into postsecondary education and/or the workplace. Classes are open entry/exit, self-directed, self-paced with individualized curricula. Academic instruction is combined with school-to-work activities with strong supportive services.

#### School / Academic Goals

- ü ACHS's academic goals include 1)increasing student's basic skill scores in reading, writing and mathematics 2)providing curriculum aligned to Arizona State Standards and 3)ensuring that students successfully pass the state mandated AIMS test.
- ü Development of employability skills needed by students to become successful in the world of work.
- ü Retrieval of students who have dropped out of school or who are at risk of dropping out.
- ü Create a nontraditional environment that provides self-paced independent learning.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 171  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 148

# Tucson Youth Development/ACE Charter High School

## Instructional Programs

- ü Alternative Education
- ü Computer-Assisted Instruction
- ü Independent Study
- ü Employability Skills
- ü Basic Skills Remediation/Tutoring
- ü School to Work/Post Secondary Education
- ü Individualized Curriculums
- ü 1:15 Teacher/Student Ratio

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	4 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

ACHS maintains high academic standards, assists students in meeting state graduation requirements, provides all educational materials, bus passes, a safe working environment, meets all health and safety codes, and has a 15:1 student/teacher ratio. As a school we believe: that each student can learn, show respect for each child and his/her family, provide an environment conducive to learning, help each student grow to his/her fullest potential and maintain open lines of communication.

### Parents

Parents are responsible for child's adherence to school progress and attendance policies, dress and conduct codes, as well as zero-tolerance policies. They must meet state requirements for immunizations and provide required forms on a timely basis.

## Transportation Policy

Students attending the ACE Charter High School are provided free bus passes, as needed.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Parent Survey/Outstanding School	2004
ü Presidential Student Achievement Awards	2003
ü Arizona Daily Star/Citizen Student Achievement Awards	2005
ü Students Advance to National BIZFEST Competition	2004

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	37	69846	0	0	100	672	672	699	43	43	21	17	17	11	39	39	49	0	0	18
All Students (Prior Year)	41	41	65934	NA	NA	100	460	460	492	84	84	43	8	8	18	4	4	24	4	4	15
Female	21	21	34328	0	0	99	675	675	702	38	38	19	23	23	12	38	38	51	0	0	18
Male	17	17	35509	0	0	100	667	667	696	50	50	23	10	10	11	40	40	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	31	31	23363	0	0	100	671	671	680	47	47	32	11	11	16	42	42	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	36	36	62220	0	0	99	676	676	712	38	38	16	19	19	11	43	43	53	0	0	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	19	19	21421	0	0	92	677	677	686	42	42	35	17	17	15	42	42	43	0	0	7
Non-Economically Disadvantaged	19	19	48489	0	0	100	666	666	704	45	45	15	18	18	10	36	36	52	0	0	23

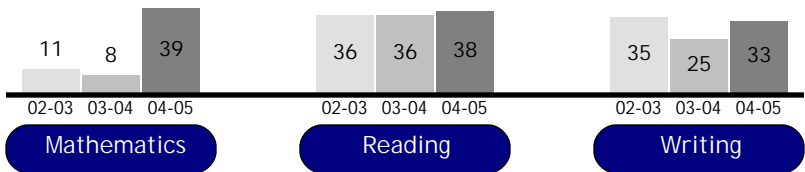
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	47	71311	0	0	100	655	655	694	33	33	7	29	29	21	38	38	63	0	0	9
All Students (Prior Year)	42	42	68162	NA	NA	100	483	483	509	39	39	18	25	25	24	36	36	51	0	0	8
Female	20	23	34899	0	0	100	665	665	700	27	27	5	18	18	19	55	55	66	0	0	10
Male	21	24	36430	0	0	100	648	648	688	38	38	9	38	38	22	23	23	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	33	39	24056	0	0	100	652	652	672	38	38	13	24	24	31	38	38	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	--	--	36841	--	--	99	--	--	713	--	--	3	--	--	12	--	--	72	--	--	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	38	45	63379	0	0	100	661	661	707	29	29	5	29	29	18	43	43	68	0	0	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	24	24	22243	0	0	93	657	657	677	40	40	14	20	20	32	40	40	51	0	0	3
Non-Economically Disadvantaged	17	24	49157	0	0	100	654	654	702	22	22	4	44	44	16	33	33	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	44	70868	0	0	100	659	659	688	10	10	5	57	57	23	33	33	63	0	0	9
All Students (Prior Year)	42	42	67629	NA	NA	100	474	474	524	39	39	22	36	36	16	25	25	59	0	0	3
Female	19	21	34710	0	0	99	676	676	697	0	0	3	60	60	19	40	40	66	0	0	12
Male	20	23	36176	0	0	100	644	644	678	18	18	7	55	55	27	27	27	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	32	37	23868	0	0	100	659	659	670	11	11	9	53	53	33	37	37	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	--	--	36710	--	--	99	--	--	702	--	--	2	--	--	15	--	--	69	--	--	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	36	42	63054	0	0	99	670	670	701	0	0	3	61	61	20	39	39	67	0	0	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	21	21	21994	0	0	92	664	664	673	8	8	10	50	50	36	42	42	52	0	0	3
Non-Economically Disadvantaged	18	24	48960	0	0	100	653	653	694	11	11	3	67	67	18	22	22	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	--	--	--	41	NA	21	NA	42	NA	35	35	51
	Language	--	--	--	42	NA	20	20	42	NA	31	31	50
	Mathematics	--	--	--	60	NA	33	33	63	NA	26	26	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Tucson Youth Development/ACE Charter High School

## School Site Council

### Council Composition

### Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	8.00
Other Professional Staff	2.00	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	2	0	0
4 to 6 years	1	1	0	0
7 to 9 years	0	0	0	0
10 or more years	2	2	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	31
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Computer Labs	Ü Career Resource Library
Ü Multimedia Lab	Ü Streaming Videos-On-Demand

### Extracurricular Activities

Ü Tutoring	Ü Student of the Month and Year Awards
Ü Student Council	Ü Recreational Activities/Field Trips
Ü Work Experience/Employability Skills	Ü ACHS Monthly Student Recognition
Ü DELL TechKnow Program/Key Hour Classes	Ü U of A Engineering Academy

### Social Services

Ü Scholarships	Ü Employability Skills Development
Ü Career Guidance/Vocational Counseling	Ü Food/Clothing/Child Care
Ü Post Secondary Transitions Counseling	Ü Job Development/Placement
Ü Medical/Housing Referrals	Ü Crisis Intervention

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü ACHS maintains North Central Accreditation by voluntarily participating in a continuous school improvement process.  
Students exhibited a minimum of two year grade level increase in TABE scores in the areas of math, reading and/or language arts.
- ü ACE Charter High School was one of four schools in Tucson chosen to participate in the Dell TechKnow program. Students were provided an opportunity to learn technology skills, 21st Century Learning Skills and earn a computer to take home.
- ü ACHS continues to provide Internet access to all students and enhance classroom instruction through additional resources and advanced technology. SMART Boards were purchased and used by teachers and students in the classrooms.
- ü Students participated in the University of Arizona's Engineering Academy.  
ACE Charter High School, under a collaborative agreement with LUZ Academy, implemented a 'Best Practices' curriculum for the prevention/reduction of alcohol use by students.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Transfers Out Rates <sup>5</sup>	50	12	12	17
Transfers In Rate <sup>6</sup>	121	28	28	37
Stability Rate <sup>7</sup>	50	87	87	82
Promotion Rate <sup>8</sup>	25	96	95	81
Retention Rate <sup>9</sup>	32	1	1	3
Dropout Rate <sup>10</sup>	28	0	1	6
Status Unknown <sup>11</sup>	22	0	1	4
Graduation Rate <sup>12</sup>	62	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Small student/teacher ratio. Students can not leave school grounds during session. Students are supervised 100% of the time. Parents are immediately contacted if student is absent. Student arrival/departure is monitored outside for safety reasons.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	N/A	(520) 623-5843
Transportation Policy	Kathleen Bibby	(480) 623-5843
Community Resources	Kathleen Bibby	(520) 623-5843
School Nutrition Programs	N/A	
Parent Organization	Terri Dunford and Jay Slauter	(520) 628-8316
Student Health/Nurse	N/A	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 148 Copies = \$56.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.